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ABSTRACT

The Management for Effective Teaching (MET) Long Range Planning Model has been developed to provide practical assistance in planning for classroom management and teaching. The planning procedures were devised to help elementary teachers in the Fairfax County (Virginia) Public Schools implement the school system's Program of Studies. In the model provided in this booklet, the school year is represented graphically as quadrants (for each 9-week period), and objectives for a subject area are selected for each grading period. This planning process has been found to be most effective when used with the third through sixth grades and with subjects such as social studies or science. It has also been found helpful in dealing with strands of certain Program of Studies subject areas such as the literature and dramatic arts in language arts. The MET Long Range Planning Model incorporates integration of two or more subject areas to maximize use of instructional time and enhance learning for students. A list of selected references is included. (JD)

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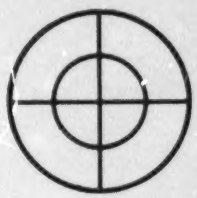
# LONG RANGE PLANNING MODEL



# MET

## Management for Effective Teaching

**The number of objectives to be taught during the school year could seem overwhelming without effective long range planning techniques.**

**The MET Long Range Planning Model has been developed to provide practical assistance in planning. The model is an adaptation of long range planning procedures developed during 1979-81 by the instructional staff of one of the FCPS area offices to help teachers implement POS. The school year was represented graphically as quadrants for each nine-week period, and objectives for a subject area were selected for each grading period. The teachers who used this planning process found it is more effective when used with:**

- **Grades 3-6.**
- **Subjects, such as social studies or science.**
- **Strands of certain POS subject areas, such as the literature and dramatic arts in language arts.**

**The MET Long Range Planning Model incorporates integration of two or more subject areas to maximize use of instructional time and enhance learning for students.**

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Office of Elementary Education

SP 020 480

## LONG RANGE PLANNING MODEL

### Uniqueness of Long Range Planning

Long range planning is different in many ways from planning that teachers do for the beginning days and weeks of school when the organizational structure and routines are being established. It is also different from routine daily/weekly planning. The results of short term planning are almost immediate, whereas, results of long range planning are in the somewhat distant future. Long range planning requires a great deal of flexibility, to allow for changes based on additional information, such as teacher judgment, student performance, and parent information, as well as opportunities for teachable moments and special events. A systematic approach for integration of subject areas is an important aspect of planning to maximize instructional time and implement the Program of Studies.

Figure 1 shows the Long Range Planning model. It can be used to facilitate selection of content and major objectives for the year and to help in planning a balanced and integrated instructional program.

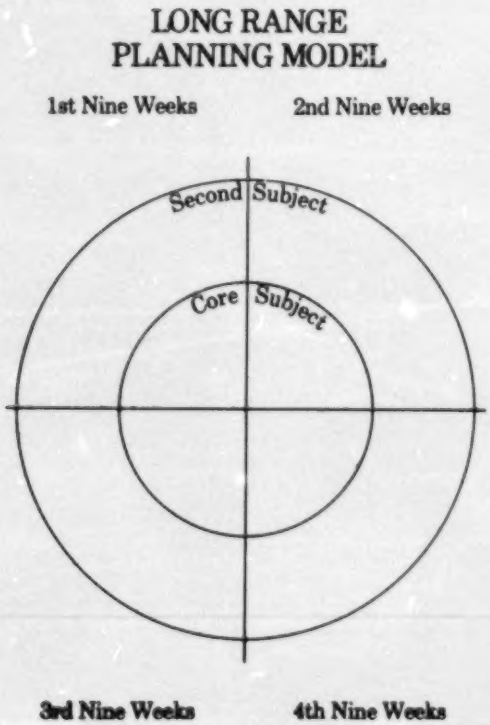



Figure 1. Long Range Planning Model

## Structure of the Model

The model in Figure 1 is organized as follows:

- The four quadrants represent the four nine-week quarters of the school year.
- The smaller circle provides space to jot down planning ideas for a core subject for the four grading periods.
- The larger circle provides space to write planning ideas for a second subject, selected because of its potential for integration with the core subject.

## How to Use the Model

The model provides space to jot down planning ideas for two subject areas. The following suggestions provide a step-by-step guide for using the model to plan:

1. Use the large (11" x 17") planning model blanks located in the Management Support Kit folder entitled "Long Range Planning".
2. Select a subject area such as social studies, science, or math as the core subject for your planning, or select a strand within a subject.
3. Starting with the inner circle, list the objectives, topics, or units planned for each nine weeks. (Use POS as a reference.)
4. Select a second subject area that has high potential for integration with the core subject. In the space for the second subject on the model, list major objectives, topics, units, strands or activities that will be taught during each nine weeks period.
5. Use connecting arrows to show possibilities for linking the two subject areas.
6. You may wish to add a third subject area in the blank space beyond the large circle and proceed in the same manner, integrating the third subject with the first two.
7. Review your entries for each subject during the fifth week of school and refine plans by adding or deleting selected objectives. During the remainder of the year, periodically review and refine long range plans. (See the Critical Path Network in the MET booklet Managing the Planning Process for a sample timeline of planning tasks during the first nine weeks of the year.)

## Examples of Teachers' Work

The examples shown in Figures 2, 3, and 4 show the long range planning of two FCPS teachers.

# LONG RANGE PLANNING MODEL

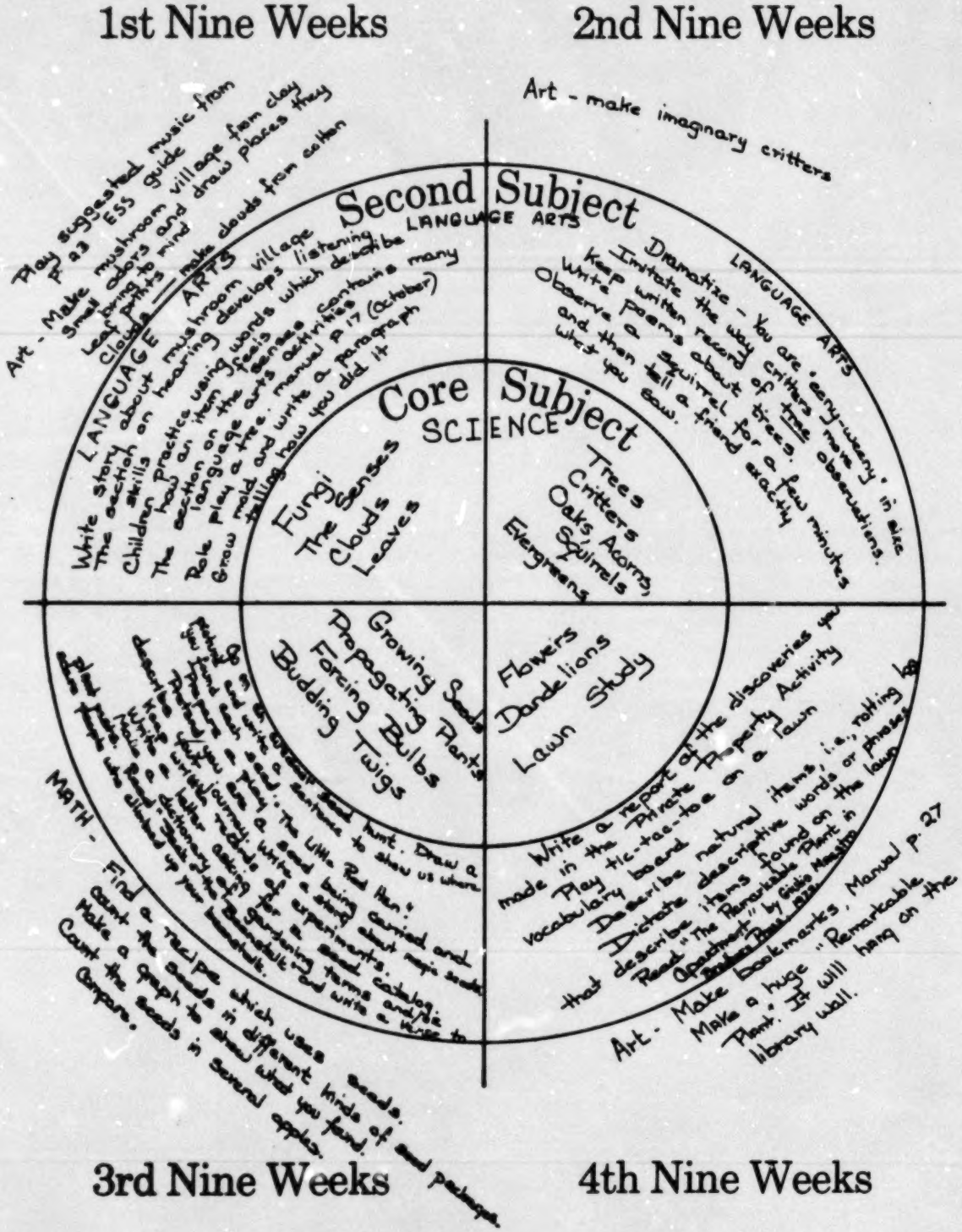

1st Nine Weeks
2nd Nine Weeks
3rd Nine Weeks
4th Nine Weeks
Second Subject
LANGUAGE ARTS
Core Subject
SCIENCE
Fungi
The Senses
Clouds
Leaves
Trees
Critters
Oaks Acorns
Squirrels
Evergreens
Growing Seeds
Propagating Plants
Forcing Bulbs
Budding Twigs
Flowers
Dandelions
Lawn Study
Art - make imagnary critters
Dramatize - You are 'eery-weery' in size
Imitate the way critters move.
Keep written record of critters & trees.
Write Poems about trees.
Observe a squirrel for a few minutes and then tell a friend exactly what you saw.
Play suggested music from
Art - Make mushroom village from clay
Leaf Prints
Clouds — make clouds from cotton
Write story about mushroom village
The section on hearing develops listening skills
Children practice using words which describe how an item feels
The section on the senses contains many language arts activities
Role play a tree. manual p. 17 (October)
Grow mold and write a paragraph telling how you did it
Write a report of the discoveries you made in the Private Property Activity
Play tic-tac-toe on a lawn vocabulary board
Describe natural items, i.e., nothing by
Dictate descriptive words or phrases that describe items found on the lawn
Read "The Remarkable Plant in Apartment" by Giulio Maestro
Art - Make bookmarks. Manual p. 27
Make a huge "Remarkable Plant". It will hang on the library wall.
MATH -
Find a
Count the
Make a graph to show which uses seeds.
Count the seeds in different kinds of seed packages.
Compare.

Figure 2: Long Range Planning for Integrating Science With Other Subjects

Example of FCPS First Grade Teacher's Planning

An example of long range planning by a first grade teacher is shown in Figure 2. Science is the core subject integrated with language arts as the second subject. The science units listed are part of the Learning Through Nature program developed by Fairfax County Public Schools. Additional information on the chart includes the following:

- Language arts activities that reflect many of those suggested in the teacher's guide for Learning Through Nature.
- Writing activities based on the four-phase writing process described in the FCPS Elementary Writing Guide.

Only selected language arts objectives are included in the example. The teacher used other planning sheets for math and social studies, which are also integrated with language arts.

Example of FCPS Fifth Grade Teacher's Planning

The first nine weeks plans of a fifth grade teacher's long range planning are shown in Figure 3. The teacher selected social studies as the core subject integrated with the second subject, language arts.

The information shown in the area of the chart entitled "Core Subject" indicates that the teacher plans to utilize interdisciplinary social studies units developed by the Office of Elementary Education that provide a content reading approach to teaching social studies with adopted texts. Further examination of the chart indicates the following:

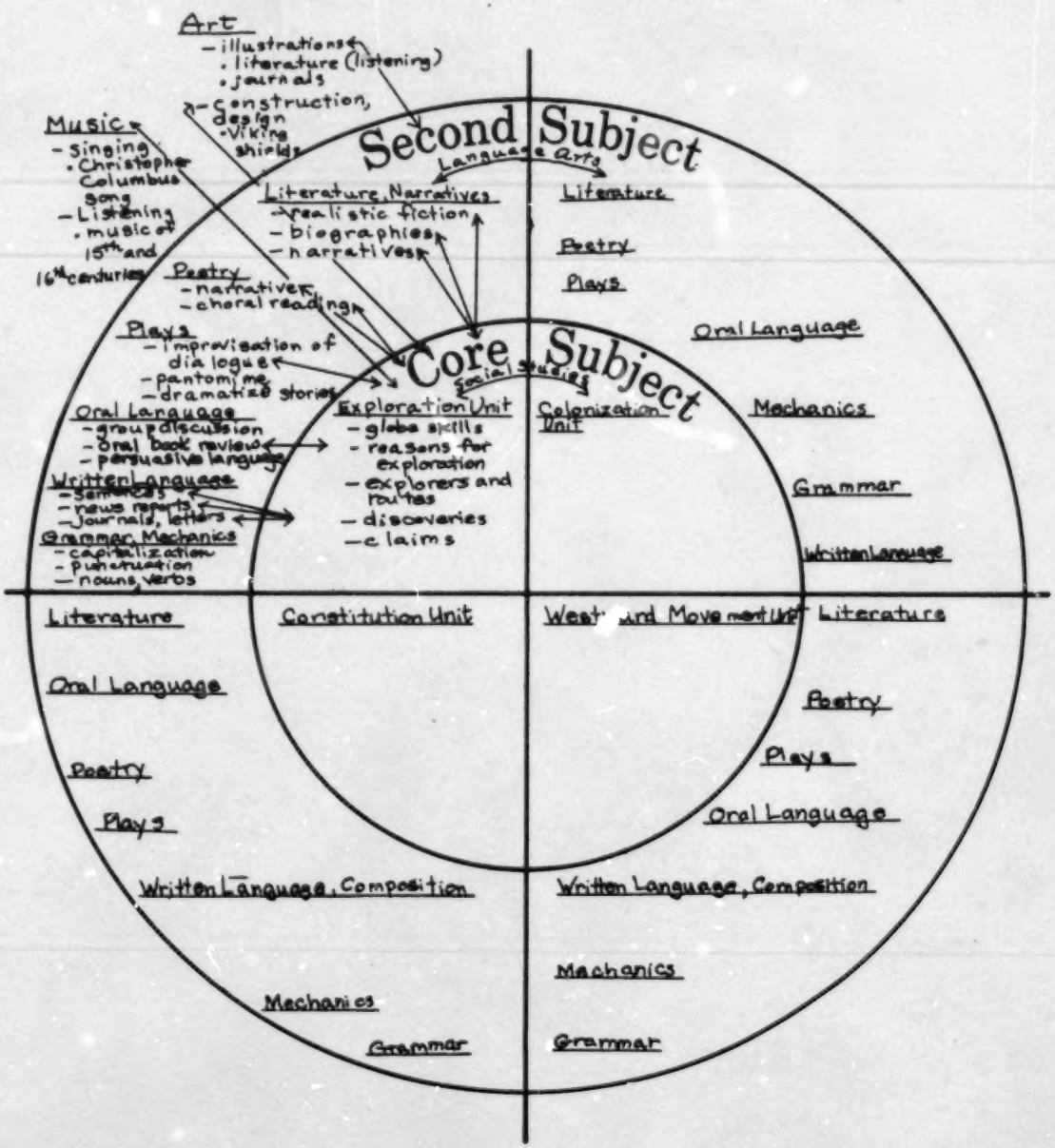
Arrows are used to indicate plans for integrating subject areas.

- The language arts topics represent all POS objectives for Level 5 language arts.
- Some, not all, language arts objectives are identified for integrating with social studies, as indicated by arrows.
- Art and music are integrated with selected language arts and social studies topics.

Figure 4 shows plans for the second, third, and fourth quarters, completing the long range planning sheet for the entire year.

# LONG RANGE PLANNING MODEL

## 1st Nine Weeks — 2nd Nine Weeks




## 3rd Nine Weeks — 4th Nine Weeks

Figure 3: Fifth Grade Teacher's Plans For First Nine Weeks

# LONG RANGE PLANNING MODEL

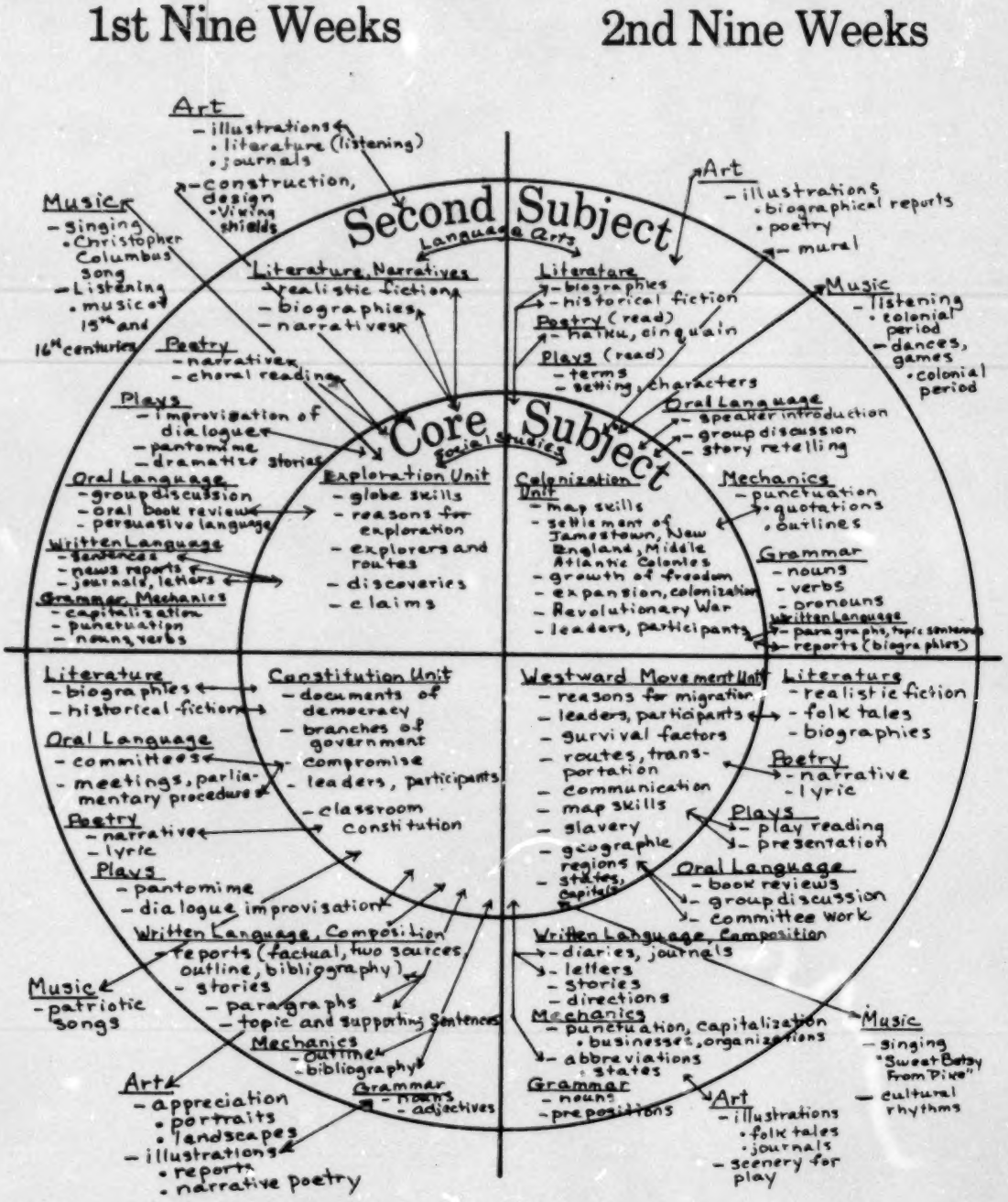



Figure 4: Fifth Grade Teacher's Plans for Entire School Year

## SELECTED REFERENCES


### Books

Duke, Daniel, ed. Classroom Management: Seventy Eight Yearbook of the National Society for the Study of Education pt. 1 Chicago: University of Chicago Press, 1979.

Pratt, David. Curriculum Design and Development. New York: Harcourt Brace Jovanovich, Inc., 1980.

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Flegg, Janet. "Research on Teaching," Educational Leadership 39 (October, 1981): 74-5.

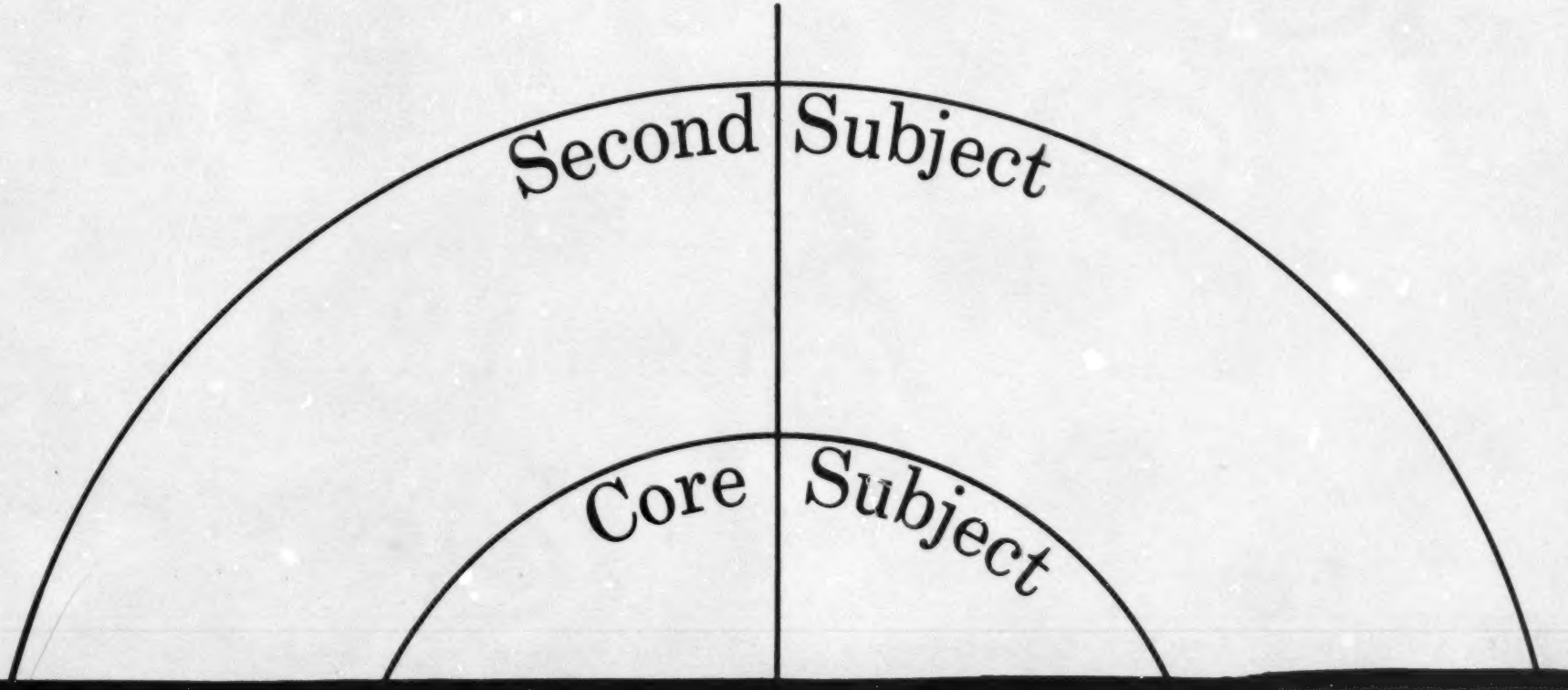
McCutcheon, Gail. "How Do Elementary School Teachers Plan Their Lessons?" The Elementary School Journal (September 1980): 4-23.

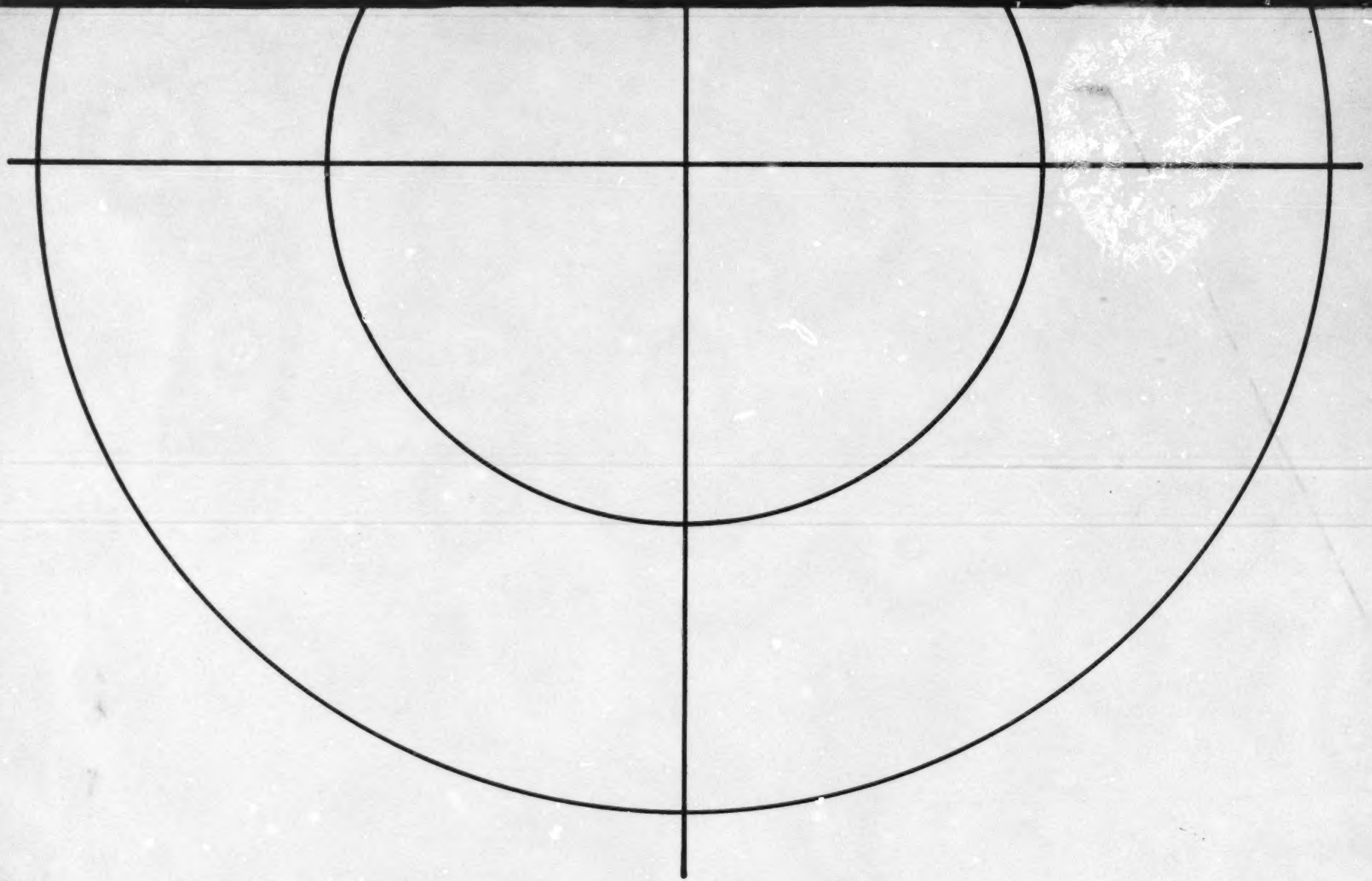
Yinger, Robert W. A Study of Teacher Planning: Description and A Model of Preactive Decision Making (Research Series No. 18), East Lansing, Michigan: Institute for Research on Teaching, Michigan State University, July 1978.

# LONG RANGE PLANNING MODEL

1st Nine Weeks

2nd Nine Weeks





3rd Nine Weeks

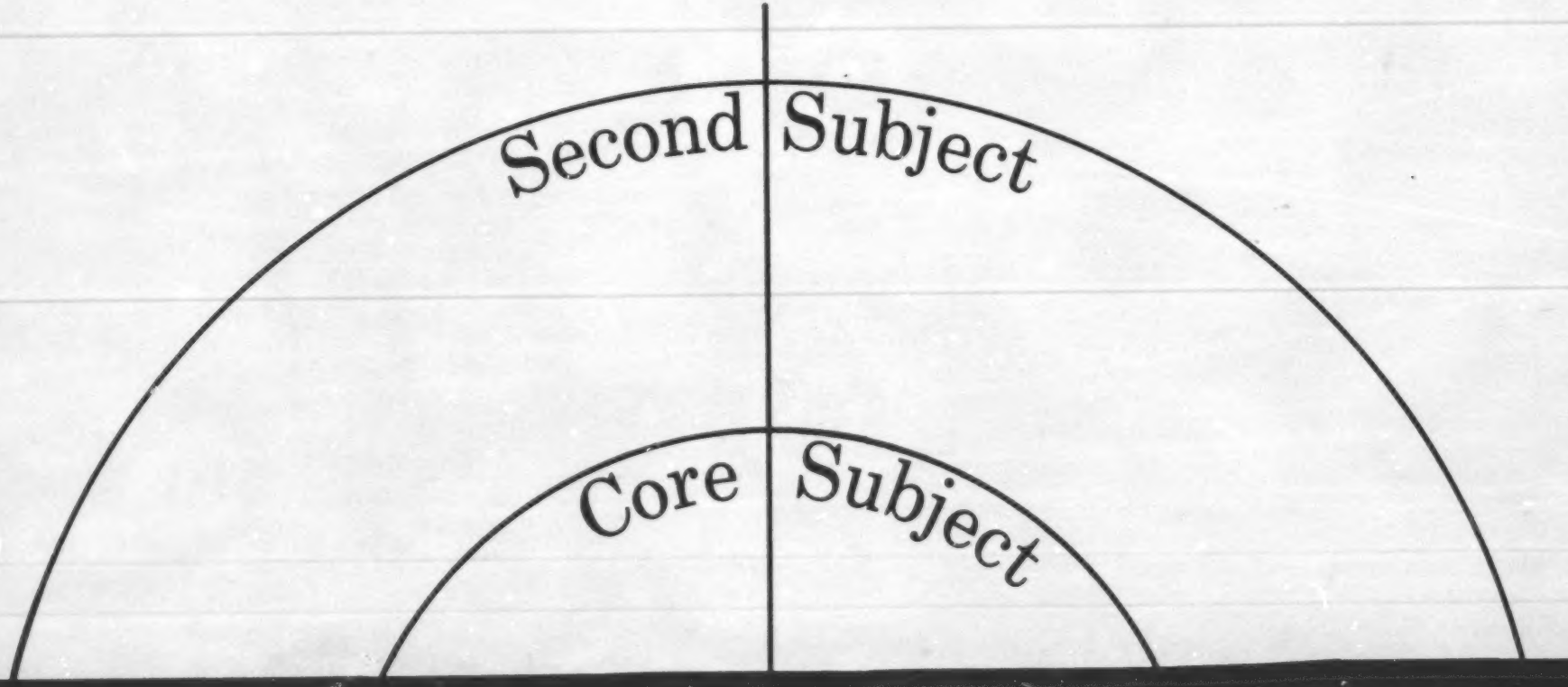


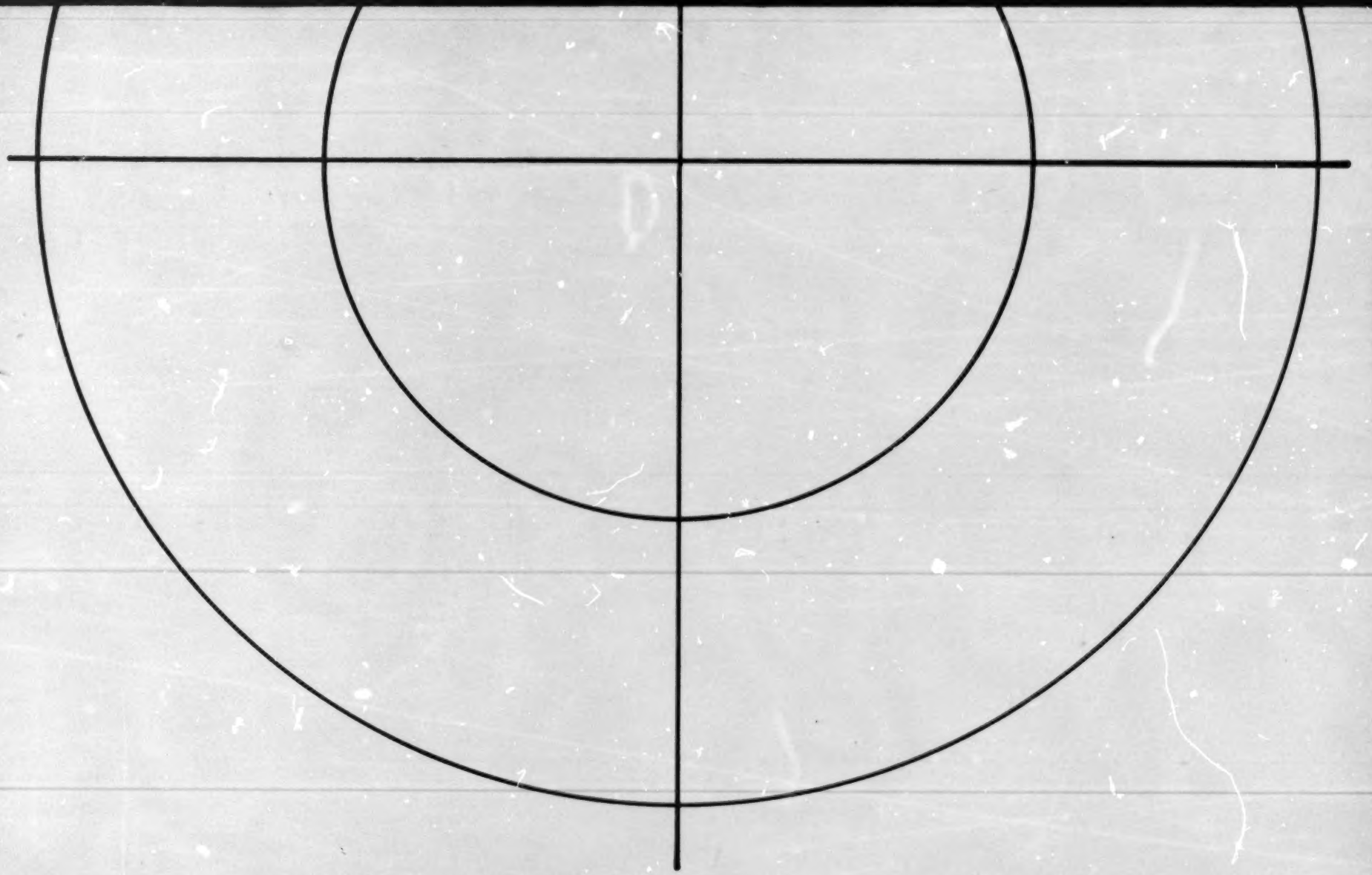
4th Nine Weeks

# LONG RANGE PLANNING MODEL

1st Nine Weeks

2nd Nine Weeks





3rd Nine Weeks

4th Nine Weeks